

**EXECUTIVE SUMMARY OF RESULTS
FROM THE CONTINUING STUDENT SURVEY (SURVEY 2002)**

The Continuing Student Survey, Survey 2002, requests responses from JMU undergraduates about their perceptions and degree of satisfaction with James Madison University and their personal values and beliefs. The survey was first conducted twenty-four years ago.

Through the cooperation of 39 faculty, Survey 2002 was administered during class time in late October and early November of 2002 to 2226 students in 70 sections.

Respondents to Survey 2002 are representative of all JMU undergraduates with respect to gender, race and local and permanent residence.

Survey responses indicate that JMU students are from middle-class families with:

- More than half reporting family incomes of \$100,000 or more; eleven percent \$200,000 or more.
- More than 70 percent reporting that their fathers have at least an undergraduate degree.
- More than 60 percent reporting that their mothers have at least an undergraduate degree.
- Nearly seven out of ten indicating plans to obtain a degree beyond the baccalaureate.
- More than three-fourths stating that the values of friendship, education, and family, are very important.

Student perceptions of JMU remain positive and continue to indicate that students are satisfied or very satisfied with JMU.

More than 90 percent of respondents indicated that they were satisfied or very satisfied with:

- JMU in general
- the attractiveness of campus landscaping
- the general condition of buildings and grounds
- the cleanliness of buildings
- the Recreation Center
- attitude of the faculty toward students
- personal security/safety at JMU

Between 80 and 90 percent of the respondents reported that they were satisfied or very satisfied or agreed or strongly agreed with:

- out-of-class availability of faculty
- class size relative to the type of course
- classroom/laboratory facilities
- the testing/grading system
- campus media
- opportunities for involvement in university activities
- the quality of the city's bus transportation system
- variety of courses offered
- computer facilities
- dining facilities and quality of food

- functionality of e-campus
- faculty are knowledgeable in my field
- methods of instruction and course content are related to course objectives
- have a clear understanding of course aims and requirements
- classrooms I use generally have adequate equipment
- I am treated courteously by building and grounds

This year's respondents' levels of satisfaction or agreement have increased 5 percentage points or more from last year's respondents on the following items:

- dining facilities and quality of food
- availability of student housing
- preparation you are receiving for your future occupation
- opportunities for student employment
- student assessment testing
- have a clear understanding of course aims and requirements
- admissions recruiting activities and materials portray JMU accurately and honestly
- classrooms and laboratories generally have adequate heating, lighting and air conditioning
- library's online catalog (LEO) is easy to use
- I am able to conduct postal business during JMU's postal hours
- an effective wellness education is provided
- my orientation faculty advisor seemed interested in helping me
- my major faculty advisor gives accurate and helpful academic information
- orientation faculty advisor gave accurate and helpful academic information
- an effective program of health services is provided
- information on student account due dates and payment options is easy to understand
- library provides timely access to Inter-Library Loan
- fund-raising and public relations have student support
- students participate in making policies for, and controlling, the activities of intercollegiate athletics
- administration maintains adequate communication with students about institutional policies

This year's respondents' levels of satisfaction or agreement have decreased 5 percentage points or more from last year's respondents on the following items:

- out-of-class availability of your instructors
- campus bookstore
- on campus network connection program – CampusNet (*Note: no basis to judge responses increased 9%)
- religious programs and activities
- I am generally satisfied with the JMU library
- library maintains adequate hours for my purposes
- library staff gives me courteous service
- library web is an accurate gateway to information resources

Other items of interest:

- 87% of respondents are satisfied or very satisfied with their quality of effort in class
- 94% of respondents (5% more than 2000) state that their computer needs are being met by their own computers.

STUDENT AFFAIRS, UNIVERSITY PLANNING & ANALYSIS

STUDENT DEVELOPMENT NEWS

CONTINUING STUDENT SURVEY

Volume 25, Number 1

January, 2003

STUDENT DEVELOPMENT NEWS is distributed to faculty and staff in an effort to share with the University community information obtained about James Madison University students. It is hoped that through the sharing of this information a better understanding will develop about the JMU student.

In late October and early November, 2002, staff in the Division of Student Affairs, University Planning & Analysis distributed to students the Continuing Student Survey 2002, an instrument that requests responses from JMU students to questions about their perceptions and degree of satisfaction with JMU, their self-perceptions, and their attitudes, values, and beliefs. Demographic data were also collected.

With the support of the Vice President for Academic Affairs and the academic deans and department heads, a representative sample of approximately 20 percent of the JMU undergraduate student body was selected. Six separate forms of the survey were developed with each student in the sample receiving one of the six forms. Through the cooperation of 39 faculty, Survey 2002 was administered during class time to 2,226 students in a total of 70 sections. This issue of the **STUDENT DEVELOPMENT NEWS** reports on the data obtained from these respondents.

RESPONDENTS REPRESENTATIVE OF UNDERGRADUATE POPULATION AT JMU

Comparing information received from the respondents to data from the Office of Institutional Research, participants in Survey 2002 are representative of the JMU undergraduate population in the following areas: gender (Table 1), race (Table 3), JMU residence (Table 12), and permanent residence (Table 13).

STUDENTS, IN GENERAL, CONTINUE TO REPORT TRADITIONAL MIDDLE-CLASS BACKGROUNDS

More than one half of the respondents report their annual family income is \$100,000 or greater (Table 14). More than two-thirds of the students stated that their fathers earned at least one college degree (Table 15) and more than three-fifths of the respondents indicated that their mothers had earned at least one college degree (Table 16). More than two-thirds of the students reported they plan to obtain a degree beyond the baccalaureate (Table 11).

PHILOSOPHY OF HIGHER EDUCATION CONTINUES TO FOCUS ON VOCATIONAL ISSUES

One-half of the students in this year's survey stated their philosophy of higher education is based on a vocational philosophy where education is viewed essentially as preparation for an occupation (Table 18). Less than one-fourth of this year's respondents said their philosophy of higher education emphasizes social life and loyalty to college.

PERCEPTIONS OF JMU REMAIN POSITIVE

Three-fourths or more of this year's respondents described JMU as being good and friendly (Table 19). More than one-half of the respondents described JMU as the right size, progressive, open and accessible, supportive, challenging, intellectual, sensitive, flexible and emotionally healthy.

Students were also asked to indicate the areas where they felt JMU places significant emphasis (Table 20). More than two-thirds of this year's students said they feel JMU places a significant emphasis on the development of academic, scholarly, and intellectual qualities. Arts and Letters respondents were more likely to indicate that JMU places a significant emphasis on the development of aesthetic, expressive and creative qualities.

STUDENTS CONTINUE TO INDICATE THEY ARE VERY SATISFIED/SATISFIED WITH JMU IN GENERAL AND THEIR PERSONAL EFFORTS

More than nine out of ten of this year's students said they are satisfied or very satisfied with the attractiveness of JMU campus landscaping; the cleanliness of JMU buildings; the Recreation Center; the general condition of the buildings and grounds; the attitude of the faculty toward students; and JMU in general and personnel safety/security at JMU (Table 23). At least eight out of ten students said they are satisfied or very satisfied with the opportunity for involvement in University activities; campus media; classrooms and laboratory facilities; class size relative to the type of course; out of class availability of instructors; testing/grading system; study areas; the bus transportation system; computer facilities; variety of courses offered; dining facilities and quality of food.

Respondents to this year's survey were also asked to indicate their level of agreement with statements concerning various areas of JMU (Table 24). More than three fourths of the respondents agreed or strongly agreed with the following statements: faculty who teach their classes are knowledgeable in their field; the methods of instruction and course content are related to course objectives; in my courses I have a clear understanding of course aims and requirements; the classrooms I use generally have adequate equipment; I am treated courteously by buildings and grounds staff; I meet my information needs using computers outside the library; methods of instruction are challenging and understandable; admissions recruiting activities/materials portray JMU accurately/honestly; and my JMU experience has been as good as I thought it would be.

For the past two years, respondents have been asked about their satisfaction with various aspects of the General Education program (Table 26). The percentage of respondents satisfied or very satisfied has increased on all items this year. Increases range from 3-14%. This year, as was true last year, students reporting that they have earned 28 hours or less at JMU were significantly more satisfied about all aspects of General Education than other students.

More than three-fourths of the respondents are satisfied or very satisfied with the friendships they have made; the quality of their effort in class; their usage of the library; their outside of class activities; their involvement with students of other races and their informal discussions with faculty (Table 21).

STUDENTS INDICATE THEIR PROBABLE REACTIONS TO DISCOVERING A STUDENT CHEATING

When asked how they would probably react to discovering a student at this university cheating, nearly one-third of the respondents to this year's survey said they would be disturbed but would do nothing (Table 25). This percentage is consistent with previous years. Women were more likely than men to speak to the appropriate teacher or other authority without naming names and to report the student to the appropriate teacher or other authority. Men were more likely to report that they would be disturbed and would do nothing and would express their concern only to the student who was cheating. Students were also asked about their perceptions of the JMU honor code, honor system and academic misconduct. More than eight out of every ten respondents believe that the honor code and honor system have been

clearly explained to them and understand what actions are considered to be academic misconduct (Table 26). When asked the number of times they knowingly engaged in academic misconduct at JMU nearly three-fourths of the respondents said “never” (Table 27).

ACCOMPLISHMENTS PERCEIVED BY STUDENTS AS BEING ESSENTIAL

Approximately one-half of the respondents in this year’s survey indicated they view raising a family as being an essential accomplishment (Table 28). More than one-fourth or more of the students stated the following accomplishments are essential: becoming an authority in one’s field; helping others who are in difficulty; receiving a liberal arts education that is of high quality and very diversified; developing a meaningful philosophy of life; promoting racial understanding; and being well off financially. Women were more likely to report that the following were essential; influencing social values, helping others in difficulty, creating artistic works, becoming involved in programs to clean the environment and being admitted to a prestigious graduate school. Men were more likely to report becoming an authority in my field; being successful in a business of my own, keeping up to date with political affairs and being accomplished in a varsity sport as essential. Students in Arts and Letters were more likely to report that the following were essential: becoming accomplished in one of the performing arts, writing original works, creating artistic works, developing a meaningful philosophy of life, receiving a liberal arts education of high quality and promoting racial understanding. Business students were more likely to report becoming an authority in my field; obtaining recognition from colleagues in my field, having administrative responsibility for the work of others and being well off financially. ISAT and Science and Mathematics students were more likely to report that making a theoretical contribution to science is essential.

JMU STUDENTS CONTINUE TO REFLECT TRADITIONAL VALUES

More than eight out of ten of the respondents said that friendship, education and family are very important values (Table 29).

Students were also asked to characterize their political views (Table 17). Slightly less than half of the respondents indicated they have middle-of-the-road political views. Approximately one-third of the students said they hold liberal political views.

CONCERNS OF RESPONDENTS/ADJUSTMENTS PERCEIVED AS BEING DIFFICULT

Ten or more percent of the students in this year's survey said studying efficiently and having less privacy have been very difficult adjustments for them (Table 30). Men were more likely to view the following adjustments as very difficult: having more freedom; and earning satisfactory grades. Women were more likely to view living with different kinds of people and having less privacy.

Respondents were also asked to indicate the areas about which they have been very concerned (Table 31). One-half or more of the students stated they have been very concerned about the following areas: deciding on a specific major or career choice; using time wisely; having sufficient money available; developing an ability to make friends; developing close and intimate relationships; managing stress; and finding myself in the sense of personal meaning and identity. Female respondents were significantly more likely than male respondents to be very concerned about developing close and intimate relationships; trying to “find” myself in the sense of personal meaning and identity; dealing with conflict with parents or family and managing stress.

DRUG USAGE REPORTED BY STUDENTS

Students in this year's survey and in previous surveys were asked to indicate how often they have used different

substances. Nearly three-fourths of the students responding said the frequency of their smoking cigarettes was “not at all” (Table 34).

Students were asked to consider different ways in which their use of alcohol has affected their behavior (Table 35). More than two out of five respondents answered that their use of alcohol has resulted in their not remembering a period of time; and caused them to behave in ways they later regretted. Men were significantly more likely than women to state the use of alcohol had resulted in more negative consequences. Students of color were less likely than other respondents to have suffered negative consequences and to have consumed alcohol.

Questions were also asked of respondents about how they would define high risk drinking for themselves (Table 37) and the degree to which they believed that alcohol consumption is a problem at JMU (Table 36). Slightly more than one half of the responding students defined high risk drinking as somewhere between six to eleven drinks in an evening. Two fifths of the respondents believe that the consumption of alcohol is a minor problem at JMU. Significant differences exist between male and female respondents. Women were more likely to define high risk drinking as consuming fewer drinks than the men’s definition and more likely than men to perceive alcohol consumption as a major problem.

Respondents were asked to specifically consider their alcohol consumption over the previous two weeks. Nearly one-half of the respondents answered that during the previous two weeks they had consumed five or more drinks in a row at least once (Table 39). Students of color and women were significantly less likely to indicate “frequent” alcohol consumption.

The respondents were asked to comment on the number of occasions that they have used drugs in their lifetime. Over one-half of the respondents stated that they had used alcoholic beverages forty or more times (Table 40). Half of the respondents answered that they had used marijuana at least once. Less than one of every ten students reported having used psychedelics, barbiturates, tranquilizers, cocaine, heroin, amphetamines, crystal methamphetamines, and methaqualone.

The following tables contain summaries of data collected (percentages in parentheses are from the 2001, 2000, and 1999 Continuing Student Surveys, when available).

<p>Table 1 Gender of the Respondents</p> <table border="0"> <tr> <td>Female</td> <td>60% (58%/58%/60%)</td> </tr> <tr> <td>Male</td> <td>40% (42%/42%/40%)</td> </tr> </table> <p>Table 2 Age of the Respondents</p> <table border="0"> <tr> <td>17 or younger</td> <td>1% (1%/ 1%/ 1%)</td> </tr> <tr> <td>18</td> <td>25% (20%/22%/21%)</td> </tr> <tr> <td>19</td> <td>18% (21%/23%/19%)</td> </tr> <tr> <td>20</td> <td>22% (24%/24%/22%)</td> </tr> <tr> <td>21</td> <td>22% (21%/20%/26%)</td> </tr> <tr> <td>22 or older</td> <td>11% (12%/10%/10%)</td> </tr> </table> <p>Table 3 Race of the Respondents</p> <table border="0"> <tr> <td>Caucasian/White</td> <td>85% (85%/86%/86%)</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>5% (5%/ 4%/ 4%)</td> </tr> <tr> <td>African-American/Black</td> <td>4% (4%/ 4%/ 4%)</td> </tr> <tr> <td>Latino</td> <td>2% (5%/ 2%/ 2%)</td> </tr> <tr> <td>Multiracial</td> <td>2% (1%/ 2%/ 2%)</td> </tr> <tr> <td>Other</td> <td>2% (3%/ 2%/ 2%)</td> </tr> <tr> <td>Native American</td> <td>0% (0%/ 0%/ 0%)</td> </tr> </table>	Female	60% (58%/58%/60%)	Male	40% (42%/42%/40%)	17 or younger	1% (1%/ 1%/ 1%)	18	25% (20%/22%/21%)	19	18% (21%/23%/19%)	20	22% (24%/24%/22%)	21	22% (21%/20%/26%)	22 or older	11% (12%/10%/10%)	Caucasian/White	85% (85%/86%/86%)	Asian/Pacific Islander	5% (5%/ 4%/ 4%)	African-American/Black	4% (4%/ 4%/ 4%)	Latino	2% (5%/ 2%/ 2%)	Multiracial	2% (1%/ 2%/ 2%)	Other	2% (3%/ 2%/ 2%)	Native American	0% (0%/ 0%/ 0%)	<p>Table 4 Marital Status</p> <table border="0"> <tr> <td>Single</td> <td>98% (98%/98%/98%)</td> </tr> <tr> <td>Married</td> <td>2% (2%/ 2%/ 2%)</td> </tr> </table> <p>Table 5 Religious Preference</p> <table border="0"> <tr> <td>Protestant</td> <td>33% (29%/32%/32%)</td> </tr> <tr> <td>Catholic</td> <td>27% (27%/28%/29%)</td> </tr> <tr> <td>No religious preference</td> <td>20% (21%/22%/19%)</td> </tr> <tr> <td>Other religion</td> <td>16% (-----)</td> </tr> <tr> <td>Jewish</td> <td>2% (2%/ 3%/ 3%)</td> </tr> <tr> <td>Hindu</td> <td>1% (-----)</td> </tr> <tr> <td>Islam</td> <td>1% (-----)</td> </tr> </table> <p>Table 6 College Credits Earned</p> <table border="0"> <tr> <td>Fewer than 28</td> <td>28% (25%/27%/26%)</td> </tr> <tr> <td>28-59</td> <td>21% (23%/26%/22%)</td> </tr> <tr> <td>60-89</td> <td>25% (26%/25%/25%)</td> </tr> <tr> <td>More than 89</td> <td>25% (25%/23%/27%)</td> </tr> </table>	Single	98% (98%/98%/98%)	Married	2% (2%/ 2%/ 2%)	Protestant	33% (29%/32%/32%)	Catholic	27% (27%/28%/29%)	No religious preference	20% (21%/22%/19%)	Other religion	16% (-----)	Jewish	2% (2%/ 3%/ 3%)	Hindu	1% (-----)	Islam	1% (-----)	Fewer than 28	28% (25%/27%/26%)	28-59	21% (23%/26%/22%)	60-89	25% (26%/25%/25%)	More than 89	25% (25%/23%/27%)
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Table 7 Enrollment Status

Full-time student	98% (98%/98%/98%)
Part-time student	2% (2%/2%/2%)

Table 8 Previous School Attended

High School	85% (85%/88%/85%)
Other College	15% (15%/12%/15%)

Table 9 Academic College or School

Arts and Letters	24% (24%/24%/25%)
Business	24% (22%/28%/28%)
ISAT	19% (22%/17%/16%)
Science and Mathematics	12% (12%/8%/10%)
Undeclared	12% (12%/11%/9%)
Education	8% (7%/12%/13%)
Graduate School	1% (1%/0%/0%)

Table 10 Cumulative Grade Point Average

3.50-4.00	14% (11%/11%/11%)
3.00-3.49	29% (29%/28%/28%)
2.50-2.99	25% (27%/25%/23%)
2.00-2.49	7% (10%/12%/11%)
Less than 2.00	1% (1%/2%/2%)
GPA not yet established	24% (22%/22%/25%)

Table 11 Highest Academic Degree Student Intends to Obtain

Master's degree	47% (44%/46%/48%)
Bachelor's degree	27% (32%/32%/30%)
Doctoral degree	14% (13%/12%/12%)
Professional degree	10% (9%/9%/9%)
Specialist degree	1% (1%/1%/1%)
Not a degree seeking student	1% (1%/1%/1%)

Table 12 Current JMU Residence

Off-campus room/apartment	53% (55%/52%/50%)
Residence Hall	42% (39%/42%/40%)
Fraternity/Sorority House	2% (2%/3%/4%)
Home of parents or relative	2% (2%/2%/1%)
Own home	2% (2%/2%/3%)
Other	1% (1%/1%/3%)

Table 13 Area of Permanent Residence

Northern Virginia	32% (30%/32%/31%)
Outside Virginia	30% (29%/29%/32%)
Tidewater Area	13% (13%/12%/13%)
Piedmont Area	11% (11%/12%/10%)
Shenandoah Valley	8% (10%/8%/8%)
Southwest Virginia	5% (6%/4%/5%)
Outside the United States	1% (2%/2%/2%)

Table 14 Estimated Annual Family Income

Less than \$50,000	11% (10%/11%/11%)
\$50,000 to \$74,999	16% (18%/18%/19%)
\$75,000 to \$99,999	19% (20%/19%/21%)
\$100,000 to \$124,999	20% (21%/21%/19%)
\$125,000 to \$149,999	11% (11%/9%/10%)
\$150,000 to \$174,999	8% (7%/7%/6%)
\$175,000 to \$199,999	5% (4%/4%/5%)
\$200,000 or more	11% (9%/11%/10%)

Table 15 Father's Highest Level of Education

Some high school or less	1% (2%/2%/3%)
High school graduate	12% (11%/11%/11%)
Postsecondary school other than college	3% (3%/3%/3%)
Some college	13% (14%/14%/13%)
College degree	34% (34%/31%/32%)
Some graduate school	3% (3%/4%/4%)
Graduate degree	25% (27%/27%/27%)
Doctoral degree	8% (7%/9%/7%)

Table 16 Mother's Highest Level of Education

Some high school or less	1% (2%/2%/2%)
High school graduate	16% (13%/14%/15%)
Postsecondary school other than college	6% (6%/5%/6%)
Some college	15% (17%/16%/15%)
College degree	37% (37%/36%/35%)
Some graduate school	4% (4%/5%/5%)
Graduate degree	20% (20%/20%/22%)
Doctoral degree	2% (2%/2%/2%)

Table 17 Political Preference

Middle-of-the-Road	44% (48%/43%/53%)
Liberal	36% (31%/34%/26%)
Conservative	20% (21%/23%/21%)

Table 18 Philosophy of Higher Education

Vocational Philosophy (education viewed as essentially preparation for an occupation)	50% (44%/48%/49%)
Social Philosophy (social life and loyalty to college emphasized)	23% (32%/25%/29%)
Intellectual Philosophy (scholarly pursuit of knowledge)	14% (11%/12%/8%)
Artistic Philosophy (ideas, art forms, individuality)	13% (13%/14%/14%)

Table 19 Student Perceptions of JMU

Friendly 81% (78%/80%)	Neutral 14% (18%/16%)	Cold 5% (4%/4%)
Good 80% (78%/81%)	Neutral 16% (17%/15%)	Bad 4% (4%/4%)
Progressive 72% (71%/70%)	Neutral 24% (26%/26%)	Regressive 4% (4%/4%)
Challenging 71% (73%/72%)	Neutral 23% (19%/21%)	Not Challenging 6% (7%/6%)
Right Size 71% (72%/69%)	Neutral 18% (18%/14%)	Too Large 10% (10%/17%)
Open and Accessible 69% (67%/63%)	Neutral 25% (27%/29%)	Closed and Inaccessible 6% (6%/8%)
Intellectual 64% (62%/68%)	Neutral 30% (31%/26%)	Nonintellectual 6% (6%/6%)
Supportive 61% (57%/58%)	Neutral 31% (33%/29%)	Non-Supportive 8% (10%/12%)
Flexible 52% (46%/46%)	Neutral 38% (40%/39%)	Rigid 11% (14%/15%)
Sensitive 52% (42%/45%)	Neutral 41% (43%/44%)	Indifferent 8% (15%/11%)
Emotionally Healthy 51% (47%/48%)	Neutral 35% (34%/32%)	Causing Anxiety & Frustration 14% (19%/20%)
Integrated 47% (44%/41%)	Neutral 35% (36%/33%)	Fragmented 18% (19%/26%)
Traditional 37% (33%/31%)	Neutral 47% (52%/55%)	Experimental 16% (15%/14%)

Table 20 Student Perceptions of JMU (Respondents Believe JMU Places Significant Emphasis on the following)

Development of academic, scholarly/intellectual qualities	67% (64%/65%/62%)
Relationships with other students, student groups and activities	46% (40%/38%/34%)
Being critical, evaluative and analytical	42% (44%/39%/35%)
Development of vocational occupational competence	32% (30%/29%/31%)
Personal growth and self-awareness	32% (27%/32%/25%)
Personal relevance and practical values of your courses	29% (26%/20%/18%)
Development of aesthetic,	

expressive, and creative qualities	27% (26%/24%/26%)
Undergraduate research	23% (21%-----)
Global awareness	19% (22%/14%/14%)
Service learning	19% (17%-----)

Table 21 Level of Personal Satisfaction (Respondents are Satisfied or Very Satisfied)

Friendships I have made at JMU	93% (94%-----)
Quality of effort in classes	87% (84%-----)
Involvement with campus activities outside of class	80% (77%-----)
Informal discussions with faculty	79% (75%-----)
Involvement with students of another race/ethnic group	75% (77%-----)
Usage of the library	75% (80%-----)
Attendance at athletic events	71% (69%-----)
Attendance at cultural events	64% (61%-----)

Table 22 Student Perceptions of the General Education (GENED) Program (Respondents Agree or Strongly Agree)

		No basis to judge
Library resources are adequate to meet the needs of the program's courses.	62% (58%)	6% (5%)
Satisfied with level of difficulty of the content presented in the program's courses.	51% (46%)	3% (2%)
Program prepares me to be an informed citizen who is able to participate in public life and public decision-making	50% (36%)	4% (3%)
Satisfied with quality of teaching in the program	50% (41%)	3% (2%)
Program prepares me in critical thinking skills, communication, and technical competency.	47% (44%)	4% (2%)
Overall, satisfied with the quality of the program.	44% (38%)	3% (2%)
Program develops my problem-solving skills in science and mathematics.	44% (37%)	7% (5%)
Program develops my awareness of both physical and emotional wellness.	43% (40%)	6% (4%)
Program prepares me to understand the development of western civilization and its interactions with other traditions within the global community.	37% (34%)	5% (4%)
Satisfied with quality of advising in the program	37% (35%)	4% (3%)

Table 23 Level of Satisfaction (Respondents are Satisfied or Very Satisfied)

		No basis to judge
Attractiveness campus landscaping	96% (97%/96%)	3% (2%/2%)
Cleanliness of JMU campus buildings	93% (96%/93%)	4% (3%/5%)
JMU in general	93% (94%/92%)	4% (3%/2%)

General condition of buildings and grounds	92% (95%/95%)	4% (3%/3%)
Recreation Center	92% (92%/93%)	6% (6%/7%)
Attitude of the faculty toward students	91% (91%/83%)	5% (4%/6%)
Personal security/safety at JMU	90% (88%/83%)	5% (6%/8%)
Class size relative to the type of course	88% (88%/85%)	4% (3%/5%)
Campus media (student newspaper, campus radio, etc.)	87% (87%/87%)	8% (8%/7%)
Classroom/laboratory facilities	87% (88%/86%)	5% (4%/6%)
Opportunities for involvement in university activities	86% (86%/85%)	9% (10%/10%)
Quality of the city's bus transportation system	85% (81%/84%)	8% (11%/9%)
Testing/grading system	85% (89%/81%)	5% (4%/4%)
Computer facilities	84% (80%/79%)	10% (13%/11%)
Dining facilities and quality of food	84% (79%/76%)	7% (7%/8%)
Variety of courses offered	83% (82%/77%)	4% (3%/6%)
Functionality of e-campus	82% (-----)	5% (-----)
Out-of-class availability of your instructors	82% (87%/84%)	11% (6%/10%)
Course content in your major field	79% (75%/71%)	12% (14%/19%)
Rules governing student conduct	79% (75%/68%)	12% (17%/19%)
Study areas	79% (82%/83%)	8% (9%/7%)
Campus bookstore	77% (83%/82%)	7% (6%/7%)
Availability of student housing	76% (71%/74%)	14% (18%/17%)
Concern for you as an individual	76% (73%/64%)	15% (14%/17%)
Instruction in major field	76% (73%/68%)	15% (16%/22%)
University Center	76% (75%/81%)	22% (22%/16%)
Service quality from JMU postal services	74% (70%/59%)	15% (17%/17%)
Attitude of non-teaching staff towards students	72% (74%/74%)	19% (20%/17%)
General registration procedures	71% (69%/63%)	5% (6%/4%)
Preparation you are receiving for your future occupation	71% (62%/65%)	19% (25%/23%)
Racial harmony	70% (68%/63%)	16% (17%/16%)
Opportunities for student employment	65% (60%/62%)	25% (31%/29%)
Residence hall rules and regulations	65% (61%/62%)	21% (23%/22%)
Assistance with research from Carrier Library reference librarians	62% (66%/62%)	29% (26%/27%)
Availability of your advisor	62% (65%/58%)	17% (14%/19%)
Campus police	62% (63%/57%)	25% (27%/24%)
Value of information provided by advisor	62% (60%/57%)	17% (17%/20%)
Computing Help		

Desk's ability to answer my question	59% (-----)	31% (-----)
On campus network connection program - CampusNet	59% (76%/72%)	27% (18%/18%)
Student involvement in University policies	56% (59%/51%)	35% (34%/36%)
Intercollegiate Athletics facilities	56% (53%/57%)	38% (39%/39%)
Academic probation and suspension policies	54% (50%/48%)	35% (42%/43%)
Student government	54% (52%/55%)	42% (45%/38%)
Student assessment testing	52% (46%/40%)	19% (18%/19%)
Residence hall network connection program	51% (-----)	39% (-----)
Religious programs and activities	50% (58%/51%)	44% (39%/44%)
Apartment complex network connection program	49% (-----)	44% (-----)
Availability of courses you want when you can take them	46% (44%/39%)	6% (8%/8%)
Tutoring resources	44% (43%/-----)	53% (54%/-----)
Study skills/support services	42% (41%/-----)	56% (56%/-----)
Mental health/psychological services	34% (34%/-----)	61% (59%/-----)
Campus parking	14% (13%/8%)	12% (15%/13%)

Table 24 Respondents *Agree or Strongly Agree* with the Following Statements Concerning Areas of JMU

		No basis to judge
Faculty are knowledgeable in my field	88% (85%/85%)	1% (0%/0%)
Methods of instruction/course content are related to course objectives	85% (81%/80%)	0% (0%/1%)
Have a clear understanding of course aims and requirements	82% (76%/76%)	0% (0%/0%)
Classrooms I use generally have adequate equipment	81% (78%/80%)	0% (0%/1%)
I am treated courteously by building and grounds	81% (84%/81%)	3% (2%/2%)
My information needs are met using computers outside the library	78% (79%/77%)	3% (2%/2%)
Admissions recruiting activities /materials portray JMU accurately/honestly	76% (68%/65%)	7% (4%/5%)
My JMU experience has been as good as I thought it would be	76% (74%/71%)	1% (0%/1%)
I receive prompt, courteous service in dining facilities	75% (72%/77%)	1% (3%/3%)
Methods of instruction are challenging and understandable	75% (75%/69%)	0% (0%/1%)

Classrooms generally have adequate space	73%	(72%/70%)	0%	(1%/1%)
I know what to do to get an A,B,C,D or F in class	72%	(69%/71%)	0%	(1%/1%)
Classrooms/laboratories generally have adequate heating, lighting and a/c	71%	(66%/67%)	1%	(1%/2%)
Library's online catalog (LEO) is easy to use	68%	(63%/70%)	9%	(8%/7%)
I am generally satisfied with the JMU library	67%	(72%/72%)	7%	(5%/4%)
Laboratories generally have adequate equipment	64%	(67%/66%)	16%	(12%/12%)
Library maintains adequate hours for my purposes	63%	(75%/70%)	9%	(7%/7%)
I am able to conduct postal business during JMU's postal hours	62%	(55%/59%)	10%	(7%/7%)
I have received adequate instruction on how to use information sources	62%	(59%/54%)	4%	(4%/4%)
Laboratories generally have adequate space	62%	(61%/58%)	16%	(13%/12%)
Library staff gives me courteous service	62%	(67%/65%)	14%	(10%/12%)
Content and design of JMU publications accurately reflect JMU	60%	(59%/58%)	6%	(5%/5%)
An effective wellness education is provided	59%	(48%/55%)	12%	(12%/9%)
My orientation faculty advisor seemed interested in helping me	59%	(54%/54%)	4%	(3%/7%)
Library provides adequate computers for access to electronic reference sources	58%	(59%/63%)	9%	(9%/8%)
The library provides competent assistance	58%	(60%/58%)	14%	(12%/13%)
Library provides adequate seating for individual and group study	56%	(57%/61%)	8%	(7%/6%)
My major faculty advisor gives accurate and helpful academic information	56%	(50%/45%)	11%	(10%/13%)
Library web is an accurate gateway to information resources	55%	(61%/60%)	17%	(12%/12%)
Orientation faculty advisor gave accurate and helpful academic information	55%	(49%/51%)	5%	(4%/7%)
An effective program of health services is provided	53%	(47%/49%)	13%	(10%/8%)
Information on student account due dates and payment options is easy to understand	52%	(42%/47%)	16%	(16%/14%)
My major faculty advisor seems interested in helping me	52%	(51%/46%)	10%	(9%/13%)
Administration maintains				

adequate communication with students about institutional policies	47%	(40%/42%)	7%	(6%/6%)
A high priority is placed on student academic advising	44%	(43%/43%)	3%	(2%/3%)
Library provides timely access to Inter-library Loan	43%	(38%/45%)	32%	(33%/31%)
Reading, writing, and math labs are adequate	43%	(41%/41%)	29%	(34%/32%)
Student Financial Services Office staff provides assistance, when I have questions or problems	43%	(-----)	31%	(-----)
Fund-raising/public relations have student support	42%	(37%/40%)	16%	(17%/16%)
Office of Financial Aid and Scholarships provides service in a courteous manner	41%	(39%/42%)	30%	(28%/28%)
Student Financial Services provides courteous and prompt service	39%	(-----)	33%	(-----)
Student Financial Services Office staff has a good general knowledge of administrative policies and is very helpful	38%	(-----)	33%	(-----)
I use the library regularly to complete assignments	37%	(34%/35%)	4%	(3%/3%)
Students participate in making policies for, and controlling, the activities of intercollegiate athletics	37%	(32%/34%)	32%	(25%/25%)
A high priority is placed on mental health counseling	33%	(30%/-----)	29%	(23%/-----)

Table 25 Probable Reaction to a Student Cheating

Would be disturbed but do nothing	31%	(33%/38%/33%)
Would be disturbed, but whether I took any action would depend on who the student was	19%	(18%/16%/20%)
Would speak to the appropriate teacher or other authority without naming names	15%	(14%/14%/13%)
Would express my concern only to the student I discovered cheating	13%	(12%/11%/14%)
Would not be disturbed and would do nothing	11%	(13%/12%/11%)
Would report the student to the appropriate teacher authority	11%	(10%/9%/9%)

Table 26 Perceptions of the Honor Code, Honor System and Academic Misconduct (Respondents *Agree or Strongly Agree*)

	No basis to judge	
Understand what actions are considered to be academic misconduct at JMU	86% (82%/77%)	0% (1%/0%)
Honor code and honor system have been clearly explained to me.	85% (81%/79%)	0% (0%/0%)
Professors communicate what academic misconduct is as it applies to their particular course	79% (72%/69%)	0% (1%/0%)
I believe students who are accused of academic misconduct are treated fairly by the Honor System	37%(35%/34%)	33%(35%/31%)
I believe students who are convicted of academic misconduct are treated fairly in their punishment	37%(33%/33%)	34%(37%/33%)

Table 27 Number of Times Respondents Indicate That They Knowingly Engaged in Academic Misconduct

Never	73% (66%/67%/68%)
1-3 times	20% (25%/27%/25%)
4-10 times	6% (6%/ 4%/ 5%)
11-20 times	0% (2%/ 1%/ 1%)
More than 20 times	0% (1%/ 0%/ 1%)

Table 28 Accomplishments Considered *Essential*

Raising a family	49% (50%/61%/53%)
Helping others who are in difficulty	39% (27%/40%/33%)
Receiving a liberal arts education that is of high quality and very diversified	33% (30%/28%/28%)
Becoming an authority in my field	31% (30%/32%/28%)
Being very well off financially	31% (30%/38%/28%)
Developing a meaningful philosophy of life	26% (25%/35%/28%)
Promoting racial understanding	26% (25%/26%/24%)
Obtaining recognition from my colleagues for contributions to my special field	25% (23%/28%/22%)
Influencing social values	22% (17%/24%/20%)
Being admitted as a graduate student at a prestigious university	20% (17%/22%/17%)
Being successful in a business of my own	20% (20%/20%/13%)
Having administrative responsibility for the work of others	17% (14%/18%/13%)
Keeping up to date with political affairs	17% (16%/19%/12%)

Participating in community action program	17% (8%/17%/9%)
Becoming accomplished in a performing art (acting, dancing)	15% (9%/ 6%/ 8%)
Becoming involved in programs to clean up the environment	14% (10%/10%/8%)
Influencing the political structure	14% (10%/12%/9%)
Becoming accomplished in a varsity sport	12% (11%/ 9%/-----)
Creating artistic work (painting, sculpture, decorating, etc.)	12% (9%/ 8%/ 9%)
Writing original works (poems, novels, short stories, etc.)	12% (10%/7%/ 9%)
Making theoretical contributions to science	10% (8%/ 8%/ 5%)

Table 29 Personal Values Indicated as *Very Important*

Education	83% (78%/79%/80%)
Friendship	83% (80%/85%/84%)
Family	80% (82%/84%/80%)
Achieving my own identify	72% (74%/-----)
Love	57% (64%/76%/76%)
Living a clean, moral life	49% (44%/52%/53%)
Doing things for others	48% (38%/50%/50%)
Having children	44% (47%/59%/60%)
Religion	37% (29%/38%/39%)
Privacy	36% (33%/39%/36%)
Physical development	35% (36%/36%/-----)
Contributing to societal change	34% (25%/24%/22%)
Money	31% (32%/31%/32%)
Patriotism	31% (37%/23%/18%)
Athletics	23% (27%/20%/-----)
Being close to nature	21% (20%/19%/29%)
Work	21% (20%/29%/32%)

Table 30 Adjustments Considered to Have Been *Very Difficult*

Studying efficiently	13% (12%/20%/17%)
Having less privacy	10% (12%/15%/16%)
Earning satisfactory grades	9% (10%/17%/13%)
Adjusting to sharing a room and living with roommates	8% (8%/ 8%/10%)
Living under JMU regulations	7% (10%/ 6%/ 6%)
Having more freedom and being responsible for my own life	4% (3%/ 3%/ 2%)
Living with different types of people	4% (4%/ 3%/ 4%)
Getting to know other students	2% (5%/ 8%/ 6%)

Table 31 Areas Where Students Indicated They Are *Very Concerned*

Decide on a specific major or career choice	67% (67%/70%/62%)
Use time wisely	65% (60%/57%/52%)
Develop close and intimate relationships	64% (62%/63%/55%)
Managing stress	58% (60%/-----)
Have sufficient money available	56% (54%/60%/53%)
Develop ability to make friends	54% (51%/51%/39%)
"Find" myself in the sense of personal meaning and identity	53% (51%/44%/43%)
Develop recreational and leisure time activities	44% (42%/48%/43%)
Deal with conflict with family	42% (46%/41%/27%)

Table 32 Athletics Areas That Students Indicated *Very Important* or *Somewhat Important*

Creating a winning atmosphere at JMU athletic events	49% (54%/58%/-----)
Image of athletes, coaches and athletic administration	46% (47%/54%/-----)
Success of JMU athletics	39% (45%/51%/-----)
Assisting in financial support of JMU athletics	28% (33%/32%/-----)
Attending athletic events	27% (38%/42%/-----)
Being involved with athletic events	22% (27%/32%/-----)

Table 33 Computer Needs

Met by own computer	94% (89%/84%/-----)
University computers	4% (7%/11%/-----)
Friend's computers	2% (3%/ 4%/-----)
No need for a computer	1% (1%/ 1%/-----)

Table 34 Frequency of Smoking Cigarettes

Not at all	73% (74%/72%/67%)
Less than one cigarette per day	13% (9%/10%/11%)
One to five cigarettes per day	8% (9%/10%/11%)
About one-half pack per day	3% (4%/ 4%/ 7%)
About one pack per day	2% (1%/ 3%/ 3%)
About one/one-half packs per day	1% (0%/ 1%/ 1%)
Two packs or more per day	1% (2%/ 0%/ 0%)

Table 35 Consequences of Using Alcohol

Caused you to behave in ways you later regretted?	47% (41%/45%/48%)
Resulted in your not remembering a period of time?	43% (42%/43%/44%)
Caused you to feel guilty?	36% (30%/34%/31%)
Caused you to engage in any type of sexual activity when ordinarily you would not have, or with a person with whom ordinarily you would not have?	27% (31%/30%/31%)
Caused you to drive unsafely?	21% (22%/20%/26%)
Adversely affected your performance in school or job?	19% (15%/17%/-----)
Damaged your relationship with someone?	19% (16%/19%/-----)
Involved you with people you think are a bad influence on you?	18% (13%/16%/17%)
Caused you to engage in sexual activity without safe-sex practices you ordinarily would use?	11% (11%/14%/18%)
Caused you to be charged criminally with an alcohol offense?	9% (10%/10%/-----)
Got you into physical fights?	9% (12%/ 8%/13%)
Caused your spouse, relative, boyfriend or girlfriend to go to anyone for help?	6% (2%/ 4%/ 1%)
Caused you to go to anyone for help?	5% (2%/ 4%/ 3%)
Caused you to neglect your obligation, family, or work for more than two days in a row?	4% (4%/ 6%/ 7%)
Caused you to be admitted into a hospital	3% (3%/ 3%/ 2%)
Caused you to lose your job?	1% (1%/ 2%/ 1%)

Table 36 Degree That Alcohol Consumption is a Problem at James Madison University

A minor problem	41% (38%/45%/-----)
Only with certain groups	26% (33%/32%/-----)
A major problem	24% (15%/16%/-----)
Not at all	10% (14%/ 7%/-----)

Table 37 Definition of High Risk Drinking

6 to 8 drinks	28% (28%/28%/-----)
9 to 11 drinks	24% (20%/25%/-----)
4 to 5 drinks	19% (13%/15%/-----)
12 or more drinks	18% (21%/18%/-----)
1 to 3 drinks	12% (17%/13%/-----)

Table 38 Weekly Time Commitment (Hours) to Following Activities

	<u>0 hours</u>	<u>1-5 hours</u>	<u>6-10 hours</u>	<u>11-20 hours</u>	<u>21-30 hours</u>	<u>+30 hours</u>
Extracurricular activities	24% (24%)	52% (45%)	16% (15%)	5% (10%)	2% (4%)	1% (2%)
Partying	18% (17%)	38% (37%)	25% (27%)	15% (15%)	3% (2%)	1% (3%)
Exercising/Conditioning	9% (7%)	63% (59%)	20% (20%)	6% (10%)	1% (2%)	1% (2%)
Sleeping	0% (1%)	2% (2%)	4% (3%)	4% (7%)	23% (14%)	68% (75%)
Studying/assignments	0% (1%)	11% (11%)	25% (27%)	39% (35%)	17% (17%)	8% (9%)

Table 39 Alcohol Usage in Previous Two Weeks

	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6-9</u>	<u>+10</u>
Four in a row	52% (51%/46%)	23%(27%/34%)	17%(14%/14%)	6%(5%/5%)	2%(3%/2%)
Five or more in a row	51% (50%/47%)	21%(25%/29%)	20%(16%/18%)	7%(6%/5%)	1%(2%/1%)
Three in a row	47% (51%/42%)	27%(25%/35%)	16%(15%/14%)	7%(6%/6%)	3%(3%/3%)
Two in a row	43% (48%/39%)	30%(25%/33%)	17%(17%/17%)	7%(5%/6%)	4%(5%/5%)
One	39% (38%/32%)	29%(32%/37%)	20%(16%/18%)	8%(7%/7%)	5%(6%/6%)

Table 40 Number of Occasions That Drugs Have Been Used by the Respondents

	<u>0</u>	<u>1-2</u>	<u>3-5</u>	<u>6-9</u>	<u>10-19</u>	<u>20-39</u>	<u>40+</u>
Heroin	100%(97%/99%)	0%(2%/ 0%)	0%(0%/ 0%)	0%(0%/0%)	0%(0%/ 1%)	0%(0%/ 0%)	0%(1%/ 0%)
Crystal methamphetamine	99%(98%/98%)	1%(1%/ 1%)	1%(0%/ 1%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(1%/ 0%)
Methaqualone, Quaaludes	99%(97%/97%)	1%(2%/2%)	0%(0%/ 1%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(0%/ 0%)	0%(1%/ 0%)
Barbiturates	97%(96%/98%)	2%(1%/ 1%)	0%(0%/ 1%)	1%(1%/ 0%)	1%(0%/ 1%)	0%(0%/ 0%)	0%(1%/ 0%)
Tranquilizers	94%(93%/93%)	3%(2%/ 2%)	2%(1%/ 2%)	0%(1%/ 1%)	0%(1%/ 1%)	1%(0%/ 0%)	0%(1%/ 0%)
Cocaine	92%(91%/95%)	3%(3%/ 2%)	2%(1%/ 2%)	1%(1%/ 1%)	1%(2%/ 1%)	1%(1%/ 2%)	1%(1%/ 0%)
LSD	92%(88%/91%)	4%(5%/ 3%)	2%(3%/ 2%)	1%(1%/2%)	1%(1%/ 1%)	0%(1%/ 0%)	1%(1%/ 0%)
Other amphetamines	91%(92%/93%)	4%(3%/ 1%)	2%(2%/ 2%)	0%(1%/1%)	1%(1%/ 1%)	1%(1%/ 1%)	1%(1%/ 0%)
MDMA (Ecstasy, XTC)	89%(84%/87%)	5%(7%/ 6%)	4%(4%/ 3%)	2%(2%/ 2%)	1%(1%/ 1%)	0%(1%/ 1%)	0%(1%/ 0%)
Other hallucinogens	88%(84%/89%)	6%(7%/ 4%)	6%(3%/ 3%)	1%(3%/2%)	0%(1%/ 2%)	0%(1%/ 1%)	0%(1%/ 0%)
Other narcotics	85%(83%/88%)	9%(5%/ 6%)	1%(6%/ 3%)	2%(3%/1%)	2%(2%/ 1%)	1%(0%/ 1%)	0%(2%/ 0%)
Marijuana	50%(50%/49%)	9%(7%/11%)	7%(10%/9%)	5%(7%/ 6%)	5%(6%/ 4%)	8%(5%/ 9%)	17%(15%/13%)
Alcoholic beverages	8%(10%/ 7%)	5%(6%/ 5%)	5%(5%/ 4%)	5%(3%/ 5%)	8%(7%/10%)	13%(13%/13%)	55%(57%/57%)

Any questions or comments about this survey or its results should be addressed to Dr. Al Menard, Associate Vice President for Student Affairs, University Planning & Analysis.